

Nailsea School Pupil Premium Expenditure and Impact Review

2020-21

Income from Pupil Premium 2020-21

| | Ever 6 | PLAC & *CLA | Services | Total |
|---------------------------|---------|-------------|----------|---------|
| Number of students | 108 | 8 + 4 | 10 | 130 |
| Funding | 103,140 | 29,220 | 3100 | 135,460 |

*CLA funding from the virtual school.

Breakdown of Expenditure 2020-21

| Desired outcome | Provision | Cost | Impact |
|---|---|---|---|
| Baseline assessment of reading comprehension (partly due to lack of external data for this co-hort) Improved, targeted Teaching and Learning strategies, both in the classroom and in small group interventions. | Standardised reading assessments for all new Y7s and new admissions MIDYIS assessment for Y7 co-hort | £2,000 (250 tests @ £8) £1, 200 | Reading interventions (Catch Up literacy & small group reading with mentors). Number of students involved: Y7 x 10 Y8 x 12 Average increase in reading age – 5months. |
| Supporting independent learning for older students in run up to external exams. | GCSEPod Y10 & 11 students to have access to GCSE to enhance their independent study. | £1,200 | Whilst impact in previous years was good (number of hours). This academic year number of pods decreased significantly. This is a pattern that could have been due to 'screen fatigue' and home learning. Review and decision whether to re-subscribe to happen at end 2021-22 (when license ends). 01/09/2020 - 31/08/2021 Usage |

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| | | | 11703 Pods watched |
| Access to education (during lockdown – and for home learning) | Provision of technology to ensure students have opportunity to access home learning as well as online resources. | £8,000 £500 donated by Rotary Club (and on-going requests for donations) | Access to remote learning. |
| Improved Teaching and Learning – scaffolding and use of modelling in the classroom to support metacognition. | Visualizers for all faculties. In line with school focus on improving quality of scaffolding and ‘modelling’ in lessons. | £2000 | Quality Assurance – live modelling (using visualisers) seen in high proportion of lessons. Student Voice reports that staff are regularly using live modelling as a tool to support and scaffold learning: English - 75% of respondents Art – 52% Maths – 30% Science – 35% |
| Targeted support (1:1 and small group) | Academic Mentor: Working with individuals or small groups to support progress: <ul style="list-style-type: none"> • Fortnightly meetings to review targets. • Termly intervention groups. • Area of focus: • Organisation • Attendance • Self esteem • metacognition | £23,700 | <ul style="list-style-type: none"> - All Y7 students seen, and passports written to share key information with staff. - Reading groups x 4 (2 Y7 and 2 Y8 based on reading ages) 6 sessions. Reading age increased by average of 5 months. - Independent Learning and Organisation – 4 groups (Y7) General trend saw a decrease in the number of sanctions for missed homework. |

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| | | | <ul style="list-style-type: none"> - Study Space – students who had received high number of missed homework sanctions were supported through Study Space. On average, missed homework decreased by 80%. - Individual mentoring of CLA and those PP students on behaviour stage 3 and above. On review, all but 1 moved down a stage after mentoring. |
| Teaching and Learning. Improved classroom practice. | PP Leads within Curriculum areas: <ul style="list-style-type: none"> • STEM • Humanities • Creatives | £9,971 | Creation and sharing of ‘We Make Progress When...’ strategies and posters have proved successful. All classrooms have posters on display and staff (through learning walks and observations) are making sure the strategies are being used. |
| Improved Parental Engagement. Enhanced Pastoral Support. | Head of House with focus on: <ul style="list-style-type: none"> -Parental engagement – prioritising Parents’ evening appointments & other in school events. -Initial point of contact for parents and school home contact during remote learning. | £7,014 10hours per week | As ‘face to face’ events were impacted by restrictions, there was a drop in parental attendance at events. Support through delivery of resources (including laptops and food packages). Telephone contact during lockdown – ALL families were contacted weekly. This was either by tutor or PP Head of House. |

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| <p>Improved attendance for PP students. Reduce number of persistent absentees from PP co-hort.</p> | <p>Deputy Safeguarding Lead & Mentor Academic Mentor Pastoral Mentor Attendance Officer</p> <p>Daily calls/check ins to those students with poor attendance/engagement rates.</p> | <p>£13, 759 5hours per week for each member of staff</p> | <p>Number of persistent absentees has risen – in line with National picture.</p> |
| <p>SEMH support for PP students</p> | <p>DEN – outdoors education and Outdoor Education Teaching Assistant</p> <p>Enrichment activities also offered – Willow workshop. Well-being workshops.</p> | <p>£17,196 + £1,000 for resources</p> | <p>In a disrupted year, fewer students were supported by the DEN. Y7 – 10 students Y8 – 10 students Y9 – 15 students Student Voice. 80% of students who had participated in programme felt more engaged with lessons.</p> <p>Individual impact included: Increased attendance (23% of students) Increased academic progress (42% of students) Improved ‘well-being’ (from student voice) 80% of students.</p> |
| <p>Improved attainment</p> | <p>3:1 Tuition for students to accelerate progress. MyTutor/National Tutoring Programme to be used.</p> | <p>£8,000</p> | <p>Attendance to sessions was poor (on average less than 50%). Remote learning meant that co-hort were ‘online’ for the majority of the day. Also difficulty due some tutors swapping or not remaining consistent through the programme.</p> |

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| To have all PP students either in Post 16 education, employment or training by Dec 2021. | Careers advisor onsite (interviews with PP Y9, 10 & 11) Provide impartial and expert careers advice to PP students. Impartial and regular careers advise to ensure students have clear goals and pathways. | £13,158 | All Y11 PP students had one (and sometimes 2) individual career's interviews. 0 were classed as NEET in Oct 2021. |
| Enhanced transition for new Y7 students. | Year 6-7 Transition Summer School | Government funded. | See separate document: Summer-School-2021.pdf (nailseaschool.com) |
| Leadership | PP Tracking & Monitoring PPPlus PEP review meetings (for CLA) PP SLT Leadership | £19,194 | Clear strategic oversight of PP budget and plans. Termly monitoring of attainment and interventions. Review of interventions and strategies. |
| Other: Enrichment opportunities. Equality of opportunity. | Uniform Vouchers Music lessons Revision guides/resources Resources for mentoring | £2,318 | |
| Carry forward | | 6950 | |

Pupil Premium Numbers

| | | Y7 | Y8 | Y9 | Y10 | Y11 | Total |
|----------------|--------------|----|----|----|-----|-----|-------|
| 2018-19 | PP (exc CLA) | 28 | 28 | 25 | 20 | 21 | 122 |
| | PLAC | 1 | 1 | 1 | 0 | 2 | 5 |
| | CLA | 1 | 0 | 0 | 0 | 0 | 1 |
| 2019-20 | PP (exc CLA) | 27 | 29 | 28 | 27 | 22 | 133 |

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|----------------|-----------------|----|----|----|----|----|-----|
| | PLAC | 3 | 1 | 1 | 1 | 0 | 6 |
| | CLA | 1 | 1 | 0 | 0 | 0 | 2 |
| 2020-21 | PP (exc CLA) | 28 | 28 | 30 | 21 | 29 | 136 |
| | PLAC | 1 | 3 | 1 | 1 | 1 | 8 |
| | CLA | 2 | 1 | 1 | 0 | 0 | 4 |
| 2021-22 | PP (exc CLA) | | | | | | |
| | PLAC | | | | | | |
| | CLA | | | | | | |

Impact on KS4 Outcomes:

| | | 2018-2019 | 2019-20 (Centre Assessed Grades) | 2020-21 (Teacher Assessed Grades) | 2021-2022 (GCSE Summer Examinations) |
|--------------|--------|-----------|----------------------------------|-----------------------------------|--------------------------------------|
| Progress 8 | Non PP | -0.69 | -0.17 | 0.15 | |
| | PP | -1.37 | -0.93 | -0.77 | |
| En & Ma (4+) | Non PP | | 77% | 85% | |
| | PP | 44% | 68.8% | 44.4% | |
| En & Ma (5+) | Non PP | | 52.5% | 61% | |
| | PP | 22% | 25% | 29.6% | |